ABSTRACT

EDUCATIONAL LEADERSHIP

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M. S. CLARK ATLANTA UNIVERSITY, 1996

THE PERCEPTIONS OF TEACHERS AND ADMINISTRATORS TOWARDS THE EFFECTIVENESS OF THE IN-SCHOOL SUSPENSION PROGRAM AND ITS IMPACT ON STUDENT DISCIPLINE AND LEARNING IN A LARGE METRO ATLANTA SCHOOL DISTRICT

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Dissertation dated May 2002

The purpose of this paper was to examine the effectiveness of an In-School Suspension program to improve student discipline and learning. The program required teachers to send their discipline problem cases to the in-school suspension classes rather than seeking out of school suspension. The in-school suspension classes were taught by paraprofessionals and supervised by the assistant principals for discipline. Theoretically, it was expected that teachers' perceptions of the effectiveness of the plan would be related to improvement in discipline and learning in the classrooms when controlled by school and demographic variables.

Data were collected by a questionnaire constructed by Persaud (01) for this purpose. The Cronbach Alpha reliability for the scales in the instrument was in the range of .92 to .98 except for one scale (.82). The instrument was administered to all teachers

in all middle and high schools in a large metro Atlanta school district (over 100,000 students) with over 500 teachers responding.

The results indicated that in a factor analysis of the data, teachers' rating of the in-school suspension plan is negatively loaded in Factor I with student discipline and learning, leadership style, parental cooperation, leadership supervisory practices, workshops, and student responsiveness to teaching, indicating an inverse relationship. Apparently, teachers rated student discipline, learning, and parental cooperation as attributing to the leadership supervisory culture when they rated the in-school suspension plan ineffective. In regression analysis, in-school suspension plan effectiveness was inversely explained by student discipline and learning, leadership supervisory style, and parental cooperation, in that order, while student discipline and learning was positively explained by parental cooperation and inversely explained by in-school suspension programming effectiveness, followed by smaller but significant contributions by student responsiveness to teaching and the administrators' perceptions about the effectiveness of the in-school suspension program.

It is recommended that a long-term plan is required for making teachers less dependent on the in-school suspension program by increasing their cooperation with parents and improving the quality of teaching to obtain the responsiveness of students.

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A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF EDUCATION

BY

D. RAY HILL

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

MAY 2002

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ACKNOWLEDGEMENTS

I am extremely grateful to the individuals who assisted me in the completion of this dissertation.

I would like to thank Ms. Betty Terrell for being patient and understanding.

I would also like to express my gratitude to Dr. Leslie Fenwick who gave continuous support throughout this process.

Great appreciation goes to Dr. Ganga Persaud, my advisor and mentor, who continued to guide me with the utmost patience, never gave up on me, and encouraged me to improve my data. He also encouraged me to use what I have learned to be a better administrator. A very special thanks to Dr. Persaud. You are truly a scholar.

Additionally, I would like to thank my parents for their continued support and encouragement.

Finally, and most importantly, I thank my wife, Stephanie, the driving force behind all of my accomplishments, and my children, Ivey and Sean, for their constant understanding, patience, and support through this endeavor. I could not have done it without you!

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CHAPTER I

INTRODUCTION

Since the inception of the Annual Gallop Poll of the Public's Attitudes Towards the Public Schools in 1969, school discipline has been the public's primary educational concern (Gallop Poll, 1969).

The public outcry for stricter discipline in the schools has caused many school systems to implement in-school suspension programs (ISS) as an alternative approach to out-of-school suspension. Out-of-school suspension "is likely to increase discipline problems because of the frustrating effect of the returning student finding himself or herself even further behind than when he or she was evicted from school" (Patterson, 1985). One half of all respondents to the Second Gallup/Phi Delta Kappan Poll of Teachers' Attitude Towards the Public Schools perceived discipline as a serious problem. It is not surprising that large numbers of lay persons and educators express approval of corporal punishment and suspension as effective consequences for inappropriate behavior in school. A review of literature affirms the fact that the American approach to maintaining discipline has been coercive and repressive (Gallup Poll, 1992).

Phi Delta Kappa conducted a national teacher survey on three (3) occasions in 1984, 1989, and 1996. In the 1996 study, for the first time, discipline replaced low salaries as the primary reason teachers left the teaching profession.

One study conducted in three school districts in the San Francisco Bay area revealed that principals and their assistants observed tardiness, cutting class, fighting, disrespect for teachers, extortion, theft, and racial tensions among the major incidents that necessitated some disciplinary action (Reed, 1983). Furthermore, school officials cited the following among the reasons that such student misbehavior takes place: lack of parental control at home, low expectations of students on the part of teachers, inflexibility and insensitivity of teachers, racism, and value differences. In-school suspension programs or alternative programs were created as strategies because the practice of suspending students exhibiting disruptive behavior often exacerbated the problem it was formulated to resolve. For example, the stigma attached to suspension may increase a sense of alienation in the excluded student and thereby lead to additional disciplinary problems. Equally deleterious to the educational process is the fact that some students view suspension from school as the attainment of status in the "eyes" of their peers. However, administrators and teachers are continually besieged by demands from parents and the community to provide an effective and orderly learning environment. Consequently, educators have been encouraged to seek alternative solutions for dealing with disorderly students. The literature on student discipline is replete with examples of programs and approaches that do not deny educational opportunities to the student. A sampling of these alternatives would include time-out rooms, alternative schools, Saturday school, and a variety of group and individual counseling models. Since there is some conflicting evidence, school officials question the effectiveness of in-school suspension programs at their schools.

Historically, punishment and suspension or even expulsion have been the most common techniques used for handling serious behavior problems in schools (Doyle, 1986). At an immediate level, suspension is "effective" for removing a threat from the classroom. Similarly, punishment can sometimes inhibit or suppress misbehavior (O'Leary & O'Leary, 1977). The effects of punishment partially depend upon the type and consistency of punishment used. Mild forms, such as loss of privileges, demerits, or detentions can effectively communicate seriousness and a concern for civility in the classrooms (Brophy, 1983).

In 1977, a congressional committee summary of a study on school violence and vandalism recommended that in-school suspension should be a part of the behavior control methodology of every school (Bahy, 1977). In the past 10 to 20 years, in-school suspension has gained wide acceptance as a common disciplinary method (Sullivan, 1989; Short & Noblit, 1985) and is often looked upon favorably by parents, administrators, and teachers (Sykora, 1981). Several school districts have established alternative or in-school suspension programs. In many instances, these programs emphasize academic work and remediation of behavior problems. More elaborate programs, such as the Portland and PASS program, which include parent and community involvement and student training in academic survival skills, appear to be successful in reducing suspension rates and improving student behavior (Siskind & Leonard, 1993). Our schools reflect society and society uses laws to regulate acceptable behavior. The school is no different. A school environment must have rules and regulations to set the foundation for acceptable and appropriate student behavior.

The most commonly used model is the punitive model (strict rule enforcement and a jail-like atmosphere). The second most commonly used model is the discussion or therapeutic model (seeks to change behavior by solving student problems). The academic model is the third most used model (tutoring, goal setting, and structure are essential). The individualized model, the fourth most commonly used model, seeks change to student behavior by adopting components of the three previously mentioned program models.

Research on in-school suspension has revealed basic demographic characteristics associated with suspension, common reasons for suspension, program characteristics, and some data giving evidence of relative effectiveness (Knopf, 1991; Silvey, 1995; Opuni, 1991; Roberts, 1993; McFadden, Marsh, Price & Hwang, 1992). An in-school suspension (ISS) program is seen by many school officials as an option before resorting to out-of-school suspension. Sullivan (1989) wrote: "In-school suspension has gained widespread acceptance as a common method of discipline in public schools across the United States." She further stated that in-school suspension seems to meet the demands of educators and parents for effective discipline.

In her research with 345 schools, Haupt (1987) found that ISS programs were effective in providing classroom atmospheres conducive to learning, meeting the individual needs of disruptive students, and reducing the number of discipline problems and expulsions.

A survey of research on disciplinary programs, including in-school suspension, revealed the importance of perception and attitude in determining the effectiveness of any disciplinary program. Research by Wu, Pink, Crain, and Moles (1982) found that

negative teacher attitudes, reported as lack of teacher interest in students, positively correlates with student suspensions. The Reed (1983) study supported the belief that teachers' perceptions of students influence discipline and behavior. Short (1988) asserted that the expectations and beliefs (attitudes) of teachers may influence the success or failure of discipline programs and deserve at least as much attention as disciplinary techniques. The attitudes and philosophies of teachers regarding discipline influence what is determined to be a disruptive behavior and influence what method or strategy is used to deal with that discipline problem (Willower, 1975; Glickman & Tamashiro, 1980; Short & Noblit, 1985).

Summarily, the previously cited research implies that teachers' and administrators' attitudes toward any disciplinary program influence its effectiveness. In fact, a relationship has been shown to exist between the perceptions and attitudes of teachers and administrators and the effectiveness of various disciplinary methods and programs, including in-school suspension (Diem, 1988; Mason, 1984). "In-school alternatives will not work if...they are implemented grudgingly or if they are supervised by individuals who do not believe in the philosophy" (Hartwig & Ruesch, 1974). The attitudes of both teachers and administrators toward a disciplinary program may determine, to a large degree, the success of that program.

Other research by Matusiak (1993) found that in-school suspension programs' effect on repeat referrals was questionable and had no impact on academic success. Siskind (1993) found that most in-school suspension programs were more punitive than therapeutic and counseling was not used systematically. Currently, all in-school suspension (ISS) models could be classified into one of four categories mentioned earlier.

The Life Skills Model focuses primarily on the academic and therapeutic models even though the social isolation component of the program could be seen as punitive. It is designed to enhance academic achievement by providing young people with systematic instruction in the development of attitudes and skills that promote discipline and social responsibility. Through the life skills training component, students are provided with an opportunity to make appropriate behavior choices to meet the challenges of peer influence and to communicate effectively with teachers, parents, and other persons in authority. The students are required to complete their regular academic assignments under the close supervision of the ISS facilitator. This model promotes social isolation as the major consequence for students who are assigned to the program. The philosophy of the ISS Life Skills Model is that in-school suspension is a program, not just a place to house students.

The high use of in-school suspension programs across the county warrants a review of the ISS program and its efficiency in meeting the educational and behavioral needs of students who violate the rules. The findings derived from case studies of three ISS programs in Virginia concluded that there are essential elements that ISS programs must possess if they are to achieve maximum effectiveness. This study will investigate the perceptions of teachers and administrators towards the in-school suspension program.

Purpose of Study

This study examines the in-school suspension program of a large metro Atlanta School District through the perceptions of administrators and teachers at the middle and

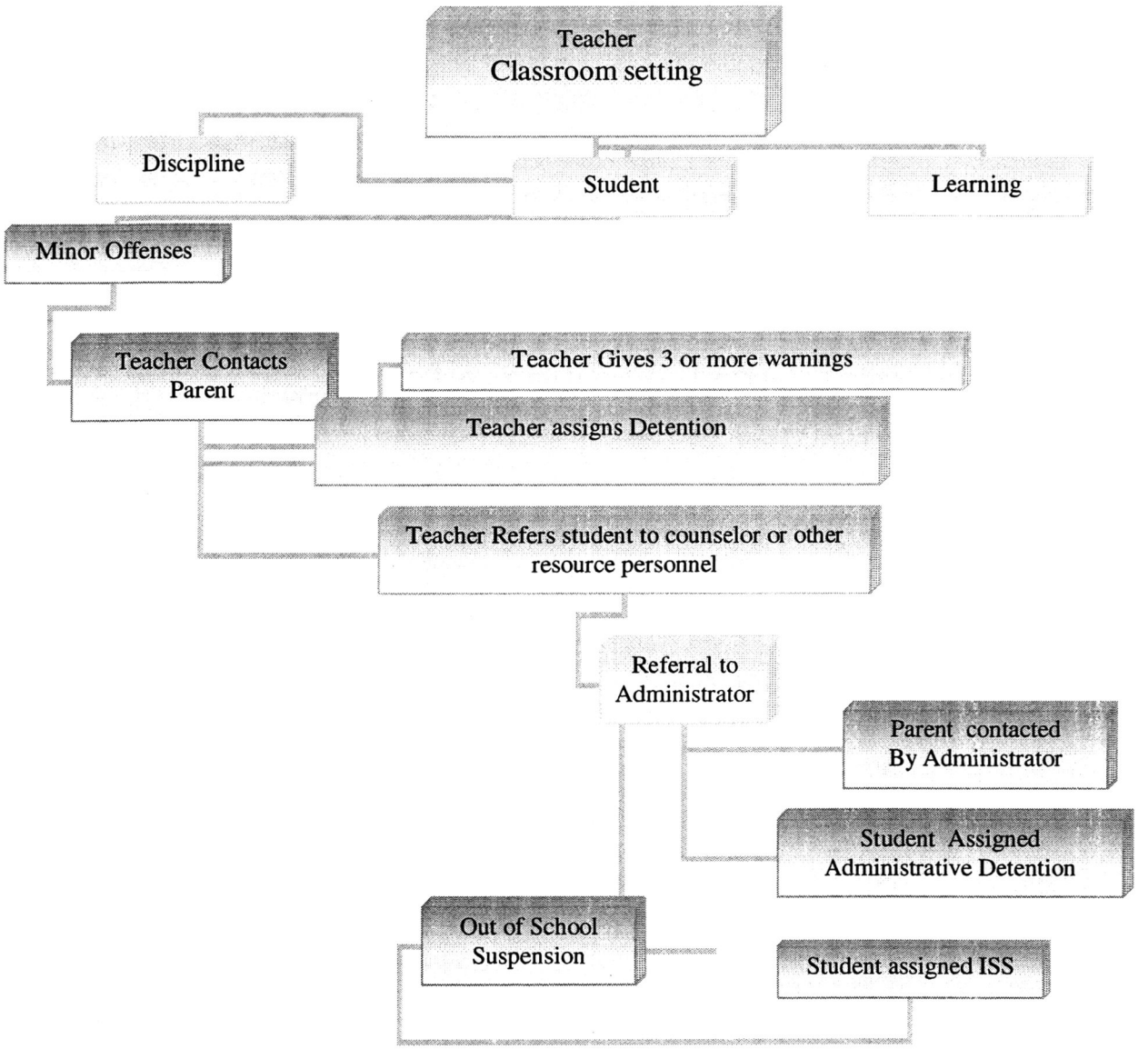
high school levels. This study also examines the relationship between student discipline and learning and teachers' and administrators' perceptions about the in-school suspension program and its actual effectiveness. It is further intended that the data obtained from this study would be utilized to formulate recommendations that would lead to assist policymakers with the in-school suspension program.

In order to understand the role of teachers and administrators in relation to student learning and discipline and in-school suspension, one must examine the organizational structure being practiced as well as the process of student discipline, from the classroom teacher to the administrator, and then to in-school suspension. The organizational chart on the following page (Figure 1) shows the flow of influence from the teacher through the administrator to in-school suspension.

In the illustration, the teacher in a classroom setting attempts to engage students in the learning process and issues several warnings for minor infractions. Some minor infractions would include classroom disturbance (continuous talking), tardiness, skipping class, and use of minor profanity. The teacher has the option of assigning detention and then referring the student to a counselor or other resources personnel. Thereafter, the teacher can refer the student to the administrator. The administrator can then assign a student administrative detention and also refer the student to other resource personnel. Normally, the last resort and most commonly used for minor offenses is in-school suspension.

Figure 1

Organizational Chart



Background of the Problem

Student discipline has long been the center of research as student management continues to challenge American schools of the 1990s with its cost of human potential and societal resources. To address student discipline problems, alternative educational programs have been substituted for expulsion and out-of-school suspension.

In-school suspension, which began around the early 1970s, was an alternative program designed to keep disruptive students involved in the educational process while redirecting unacceptable behavior patterns. In-school suspension was also initially created to limit behavior that, although hostile and threatening, was not significantly physical, violent, dangerous, and or illegal (McGiboney, 1985).

The metro Atlanta school district established an alternative program referred to as in-school suspension. This program was established to reduce the number of students who would normally be suspended from school. In 1978, this metro Atlanta school district instituted the in-school suspension program as a fundamental component of the educational environment at several schools. One or two teachers were assigned the difficult task of managing the program within several pilot schools.

The in-school suspension program is a method used to remove students from their regular classrooms in order to modify students' behavior to meet the schools' goals. It also provides alternative instruction that is designed to reduce undesirable behavior of students who do not respond to normal classroom management techniques. The primary goals of the in-school suspension program are:

1) to reduce the incidence of suspendable infractions, particularly those requiring out-of- school suspension;
2) to provide an opportunity for students to learn how to demonstrate appropriate behavior by practicing decision-making skills, communication techniques, and coping strategies; and
3) to isolate the disruptive student from the regularly assigned classrooms and school activities while continuing the student's individually oriented instruction.

Teachers must address inappropriate behavior while they are trying to complete other designated tasks, namely instruction. Referrals are completed for disruptive infractions that occur in the classroom and, frequently, the disruptive student is sent to in-school suspension.

After a designated period, the student returns to the classroom where, occasionally, the same infraction is repeated or a similar action occurs. The student is generally reassigned to the in-school suspension room with the anticipation that negative behavior will change to acceptable behavior.

In recent years, in-school suspension programs have come under scrutiny and are occasionally regarded with mixed reactions as to their effectiveness as a deterrent to disruptive behavior. In many instances, in-school suspension programs all over the country are used as temporary controlling techniques rather than as a true rehabilitation measure (Sullivan, 1989).

Many administrators have found discrepancies with the in-school suspension program and feel that it is not effective in determining students' misbehavior. Students who are repeat offenders seem to grasp no life skills from the program and show no

improvement in their behavior. There is no strong push to initiate strategies to improve student discipline (Jackson, 1999). Administrators of this metro Atlanta school district have been charged with the responsibility to improve students' behavior, and one way to improve students' behavior is through the in-school suspension program's use of the academic/therapeutic model approach.

The in-school suspension programs have undergone some dramatic changes. In 1999, Linda Schrenko, Georgia's State Superintendent of Education, cut funding for all in-school suspension programs in Georgia. This put the burden on each school system to decide whether or not certified personnel would facilitate the in-school suspension program. This has sparked many problems with transition for the ISS program since administrators and teachers were not given an opportunity to express their concerns regarding the in-school suspension program.

It is the intent of this study to examine administrators' and teachers' perceptions of the in-school suspension program in this metro Atlanta school district. Indeed, the research that does exist is inconclusive.

Statement of the Problem

In–school suspension programs have been incorporated into various school systems throughout the nation since the mid-seventies. These programs are headed in the right direction since their purpose is to keep students in school. However, unmonitored in-school suspension programs that are reviewed in terms of the narrow goal of keeping students in the school building can create an illusion of progress when oftentimes there is no progress. In some schools, the in-school suspension classroom can become a dumping

ground for students who are referred by teachers and administrators who are unskilled in classroom management. If in-school suspension programs are to truly be a positive alternative to out-of-school suspension, and if school systems wish to control the direction in which their programs progress, it becomes necessary to evaluate the effectiveness of the ISS program. The perceptions of the administrators and teachers of the middle and high school levels are of the utmost importance in this evaluation. House Bill 1187 declares that it is better for a student to be placed in an alternative school setting than to be suspended or expelled. The Governor's House Bill 1187 implementation task force has determined that in-school suspension continues to be an alternative school option.

Significance of the Study

According to Hudson (1980), in-school suspension programs need to be appraised in depth. Browdring (1988) states that more research is needed to examine the effectiveness of in-school suspension programs. Also, limited research has been done to examine school administrators' and teachers' perceptions regarding in-school suspension programs. This study will address this research gap and provide baseline data on administrators' and teachers' perceptions regarding this metro Atlanta school district's ISS program.

As documented by the Gallup Polls, parents and educators have articulated a great concern for what they perceive to be a lack of discipline in the public schools. School administrators are charged with the responsibility of providing a safe and effective climate for learning. All educators are bound by law to ensure due process and

educational success for each and every student enrolled in public schools (McGiboney, 1998).

Research Questions

1. Is there a significant relationship between student discipline and learning and teachers' rating of the effectiveness of the in-school suspension program?
2. Is there a significant relationship between discipline and learning and teacher's values?
3. Is there a significant relationship between student discipline and learning and students' problems?
4. Is there a significant relationship between student discipline and learning and student response?
5. Is there a significant relationship between student discipline and learning and in-school suspension workshops?
6. Is there a significant relationship between student discipline and learning and leadership styles?
7. Is there a significant relationship between student discipline and learning and leadership support?
8. Is there a significant relationship between student discipline and learning and parents' cooperation?
9. Is there a significant relationship between student discipline and learning and paraprofessionals' rating of the effectiveness of in-school suspension programs?
10. Is there a significant relationship between student discipline and learning and paraprofessionals' values?

11. Is there a significant relationship between student discipline and learning and administrators' rating of the effectiveness of the in-school suspension program?
12. Is there a significant relationship between student discipline and learning and grade levels?
13. Is there a significant relationship between student discipline and learning and teachers' experience?
14. Is there a significant relationship between student discipline and learning and teachers' certification?
15. Is there a significant relationship between student discipline and learning and classroom size?
16. Is there a significant relationship between student discipline and learning and teachers' gender?
17. Is there a significant relationship between student discipline and learning and students' ability?
18. Is there a significant relationship between student discipline and learning and lunch classification?
19. Is there a significant relationship between student discipline and learning and student misbehavior problems?
20. Is there a significant relationship between student discipline and learning and school type?
21. Is there a significant relationship between student discipline and learning and school lunch?

Summary

Dealing with school discipline problems has always been difficult. There are no easy solutions. The students who break rules, disrupt class, and assault others are as complex as the solutions to change their behavior. It is important to view in-school suspension in that light. It is not a panacea, but yet another strategy. When it is well planned, goal oriented, and incorporated into a well designed and implemented school wide discipline approach, in-school suspension offers a viable method of managing student behavior problems.

Appropriate policies must be developed to give structure to the in-school suspension program. More than one person will be affected by the decisions made during the operation of the in-school suspension program, and effective policies will influence these decisions and form the foundations for the program.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Discipline remains a crucial issue in public education and is generally viewed as the single greatest problem in the classroom. Since 1969, the Annual Gallup Poll has continued to show that the United States public regards discipline as a major problem facing public schools and is an issue of great concern to professional educators and the general public.

The management of a student's behavior in general, and discipline in particular, continues in the public eye to be near the top of the list of important issues facing educators (Rose, 1997; Bear, in press). It is common knowledge that the more time students spend on task learning generally results in fewer disciplinary problems in the classroom (Berliner and Fisher, 1985). Reportedly, the disciplined student suffers indirectly from having less productive learning time since this time is diverted to the management of disciplinary problems. The undisciplined student suffers as well. He or she is not immune to the adverse effects wrought by his or her own lack of self-discipline. As explained by one researcher, the lack of self-discipline on the part of the student can counteract effective teachings as learning requires substantial amount of concentration, control of impulse, self-motivation, and the ability to face and overcome stress (Etzoni, 1984).

This review of literature concentrates on the historical perception of discipline. It also states the official code of Georgia on in-school suspension and related studies, as well as a complete overview of the in-school suspension program.

Historically, the school's approach to discipline has been one of a primitive nature. This negative side of discipline has its roots in ancestry. The forefathers, dating back to the Puritans, believed that discipline, in order to be effective, must be punitive in nature. Indeed, classrooms in colonial times relied heavily upon physical punishment, when necessary, to provide an atmosphere conducive to learning. Thus, corporal punishment as a disciplinary technique in the public schools originated during colonial times, largely due to the religious beliefs of the people of that era.

As education became more widespread in the 19th century, so did violence. Rote drill continued to be the most common teaching method; the schools were also characterized by strict adherence to rigid rules and by training for reflexive obedience through the pervasive use of corporal punishment (Mizell, 1978). Research has shown that corporal punishment is not an effective modifier of improper behavior. Skinner had decreed repeatedly that negative reinforcement does not alter inappropriate behavior (Skinner, 1968). In lieu of corporal punishment, the most frequently used method of discipline is the removal of the student from the educational environment. In general, schools employ three types of students: short-term suspension, long-term suspension, and expulsion.

In the past few years, the American educational community has adopted a new perspective concerning the maintenance and control of school discipline. Suspension of

students who exhibit socially unacceptable behavior is no longer an ultimate disciplinary measure for many administrators.

In 1975, two Supreme Court cases acted impetus to education's new approaches in maintaining school discipline. The first, Gross vs. Lopez, mandated that there are minimum due process procedures for students being suspended. It specifically required an informal hearing for suspensions of more than five days. The second case, Wood vs. Strickland, made school boards liable for damages in such cases where it was shown that suspended students were deprived of their constitutional rights.

For those cases where an out-of-school suspension was not effective, an alternative option, the in-school suspension, could be the answer. An alternative to suspension is a program to which students are referred in lieu of suspension from school for accumulating offenses which may lead to out-of-school suspension.

Meares and Kittle (1976) reported that as recently as 1976, in-school suspension was used in "very few places," but by 1991, 69% of all middle level and high schools had an in-school suspension program of some kind (Knopf, 1991). By 1994, the number of schools incorporating some type of in-school suspension alternative had risen even higher (Short, Short, and Blanton, 1994). It is probable that more than 85 percent of schools currently have an in-school suspension program.

Studies have shown that teachers' attitudes have a strong relationship with many students' behaviors, including tardiness, absenteeism, referrals and suspensions (Wu et al., 1982; Manson, 1984). The research by Wu et al., revealed that teachers' attitudes toward students correlate with suspensions. Specifically, teachers who have a less favorable attitude toward students suspend more students, regardless of how the

students feel. This study shows that lack of teachers' interest in students' incompetence is definitely related to higher suspension rates.

The attitude of teachers toward disciplinary measures is a vital determinant of success. Repeated studies (Reimers, Wacker, & Koeppl, 1987; Rosen et al., 1990; Mizell, 1978) have shown that the acceptability of any disciplinary treatment influences the success of that treatment. Teachers have often been hesitant to utilize more demanding disciplinary strategies (Martens, Petersen, Witt, & Cirone, 1986). Further, Mizell concluded that in-school alternatives do not effectively benefit students if the strategies are grudgingly implemented.

In-School Suspension Program Overview

In-school suspension is a method used to remove students from their regular classrooms in order to modify students' behavior to meet the school's goals. It also provides alternative instruction, which is designed to reduce undesirable behavior of students who do not respond to normal techniques of classroom management. The primary goals of the in-school suspension program are:

1. To reduce the incidence of suspendable infractions, particularly those requiring out-of-school suspension.
2. To provide an opportunity for students to learn how to demonstrate appropriate behavior by practicing decision-making skills, communication techniques, and coping strategies.

3. To isolate the disruptive student from the regularly assigned classrooms and school activities while continuing the student's progress with classroom assignments and providing individually oriented instruction when needed.

The Life Skills Model is designed to enhance academic achievement by providing young people with systemic instruction in attitudes and skills that promote discipline and social responsibility. Students are able to make appropriate behavior choices in meeting the challenges of peer influences and communicating effectively with teachers, parents, and other authority figures. This model promotes social isolation as the major consequence for students who are assigned to the program.

In-School Suspension Program

1. Purpose. The purpose of the In-School Suspension Program (ISS) is to assign disruptive students to an isolated, individually oriented in-school suspension program rather than suspending or expelling them from school.
2. Definition. Disruptive behavior is behavior that interferes with the student's learning of the educational process of others and requires attention and assistance beyond that which the tradition program can provide or behavior which results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school, either in or out of the classroom.
3. Requirements:

   (a) Each local board of education receiving funds for ISS shall have written discipline policies that clearly define the expected behavior of the students and the consequences of inappropriate behavior. Each school with an ISS program shall

make copies of the discipline policy available to school personnel, students, and parents.

(b) Students, parents, and appropriate staff shall be informed of the specified number of days a student is assigned to the ISS program. The principal or his/her designee may alter the specified number of days recommended by the ISS teacher based on the student's behavior and performance in the ISS program.

(c) There shall be no more than 18 students per teacher at any time. If there is an aide, six additional students may be assigned.

(d) The ISS program shall isolate the disruptive student from the regularly assigned classrooms and school activities while continuing the student's progress with classroom assignments and providing individually oriented instruction when needed.

(e) There shall be at least one certified teacher for each middle school or high school ISS class. The teacher shall hold a valid Georgia teaching, leadership, or service certificate at a bachelor level or higher.

(f) The ISS teacher shall complete a six-hour training program provided by the Georgia Department of Education.

(g) At the beginning of each school year, each school with an ISS program shall provide information to staff, students, and parents regarding the ISS program.

(h) The parent or guardian shall be notified when a student is placed in ISS. The notification shall include the reason for and length of the student's assignment to ISS.

(i) The local school system shall monitor the ISS program by keeping records of daily attendance, ages of students assigned, reasons for assignment to in-school suspension, and the number of repeat assignments.

(j) An annual report shall be submitted on forms provided by the Department of Education.

Official Code of Georgia on In-School Suspension

The State Board of Education (QBE Law Section on ISS) 20-2-155 G Official Code of Georgia was authorized to create an in-school suspension program. As the vast majority of the students who disrupt public school classrooms are also experiencing problems in mastering classroom assignments and are below expectations in their academic achievement, it is the policy of this state that it is preferable to reassign disruptive students to isolated, individually oriented in-school suspension programs rather than to suspend or expel such students from school. Therefore, the primary purposes of the in-school suspension program are to isolate the offending students from the regularly assigned classroom and activities of the school, to continue progress relative to classroom assignments, and to provide individually oriented instruction in essential skills and knowledge areas for which low achievement levels are contributing to the students' adjustment problems. The in-school suspension programs may be housed in the regularly assigned schools, provided the suspended students are isolated from typical school activities until they demonstrate sufficient adjustment to warrant their return to their previously assigned classes. The state board shall adopt regulations, standards, and eligibility criteria necessary to guide the effective operation of state supported in-school suspension programs. For the first year of implementation of this program state-wide, the

state board shall request an amount of grants to local school systems based upon documentation of the number of eligible students estimated to be served, provided that funds appropriated for this program in the initial year of operation shall be allocated only on the basis of the documented actual number of students being served during the initial year. For the second year of operation and thereafter, the amount of funds appropriated and allocated for this program shall be based on the actual count of students served during the preceding year.

Firstly, the general public is concerned with the education this nation's public schools provide. As depicted in the Annual Gallup Poll, the lack of discipline is a great concern to teachers. Secondly, administrators are becoming more and more accountable for the education their schools provide to students. Thirdly, teachers are becoming increasingly distressed with the lack of discipline in the schools and with administrators who have not provided classrooms which are conductive to learning (Jackson, 1999).

While studying an alternative program at a high school in Wisconsin, Pare (1983) found that all the teachers in the school were aware of the ISS program, and all of them had firsthand experience with the referral of students. However, there was a gap between knowledge of the program and complying with its demands. Pare stated that "although teachers philosophically supported disciplinary action short of suspension (94 %), the follow-through responsibilities required by the program were not met by many teachers" (p. 38). The difference between how a teacher feels about a program and his or her willingness to fully participate is a problem that occurs in many educational endeavors. To encourage teachers, the principal needs to take the lead in enforcing necessary full participation.

This point of view was shared by Mizell (1978) who generalized this situation to all of education. "It is now a truism in American education that the quality of any given program is largely dependant upon the commitment of those who plan the program and the leadership and energy they bring to its implementation" (p. 57).

From 1968 to 1999, the Annual Gallup Polls of the Public Attitudes Towards Public Schools have resoundingly indicated the citizens' concern regarding the lack of discipline in the public schools. The 1999 Gallup Polls of the Public's Attitudes Toward the Public Schools indicated that the community's concern for discipline is ranked second only to their concern for drug use in the schools. Effective disciplinary techniques needed to be researched.

Hudson's study on "The Effectiveness of In-School Suspension Programs as Perceived by Secondary School Principals in Indiana, Michigan, and Ohio" was done in 1980 and was limited to schools which had enrollments of 1,000 or more students. In her "Recommendations for Further Study," Hudson recommended that another study be conducted on schools with grades 9 through 12 and an enrollment below 1,000.

Angiolillo's research titled, "A Descriptive Study of In-school Suspension Programs in Pennsylvania's Secondary Schools" was completed in April 1986. Angiolillo strongly recommended that research be done on the effectiveness of in-school suspension programs.

Summary

In summary, the literature indicates that successful in-school suspension programs should be expected to reap positive rewards. Some of the positive results that have been

realized by effective in-school suspension programs are as follows: students have been prepared to re-enter the regular program of study; attendance improved and drop-out rates diminished; better cooperation has resulted among faculty, students, administrators and parents; repeat offenses and referrals decreased; and academic achievement of students with behavior problems increased. From the literature, while it is most likely not realistic to expect high positive results in all these areas for all schools and students, it is reasonable to conclude that these elements are worthy and measurable goals for effective in-school suspension programs. It is also clear from the literature that both teacher and administrator attitudes affect the results of any disciplinary program. A study of this nature will help to determine what teachers and administrators feel about the in-school suspension program. This study will also help the school boards and policymakers to improve the in-school suspension program.

CHAPTER III

THEORETICAL FRAMEWORK

Introduction

The purpose of this study was to investigate teachers' and administrators' perceptions of in-school suspension programs and the impact on student discipline and learning in a large metro Atlanta school district. Specifically, the study investigated the in-school suspension program used in 17 high schools and 14 middle schools and evaluated the success of improvement in discipline and learning in the classrooms when utilizing school and demographic variables. According to Sheets (1996), the goals of any discipline program should be to change unwanted student behavior while improving student discipline. In-school suspension programs can accomplish this objective but only if the program is appropriately designed and maintained to be an effective part of the school's total discipline philosophy (Anderson, 1998).

The basic objectives and goals of the in-school suspension program are:

1. To modify student behavior.
2. To protect the overall learning environment by isolating disruptive students.
3. To protect the community by keeping the offending students off the streets and in school buildings (Sheets, 1996).

Another goal of the in-school suspension programs is to improve students' organizational skills and study habits (Anderson, 1998). The goals, objectives, and

purposes in the complete disciplinary program should be clearly defined and understood by the entire school community, especially boards of education and parents (Angiolillo, 1986).

Relationship Among Variables

In this study, the independent variables were teachers' rating of ISS effectiveness, teachers' values, student problems/student responses, ISS workshops, leadership styles/support, parent cooperation, paraprofessionals' rating of ISS effectiveness, paraprofessionals' values, administrators' rating of ISS effectiveness, grade level taught by teachers, students' ability, classification of lunch (free and reduced), student misbehavior, school type (middle or high), and demographics of teachers and administrators. The predicted difference between the independent variables and the dependent variables stated that there could possibly be a relationship between the independent variables and the identified dependent variables. In addition, it was hypothesized that their relationships would vary according to the relationship between each independent variable and the dependent variables.

Figure 2 on page 30 provides a model of the theoretical framework and identifies the independent, dependent, and moderator variables. The 21 independent variables had a varied impact on the moderator variables as well as the dependent variables. The goals of any discipline program should be to change unwanted student behavior and improve academics. In-school suspension programs can accomplish this objective but only if the program is appropriately designed and maintained to be an effective part of the school's total discipline philosophy (Sheets, 1996).

Definitions of Terms

Effective - Effective applies to anyone or anything that can or does produce a desired effect.

Suspension - Temporary forced withdrawal of a student from school; used by school officials for various disciplinary reasons.

Perceptions - To perceive; mental impression, observation, or awareness received by an individual; the act of being aware of external objects, conditions, and relationships as a result of sensory stimulation.

Life Skills Training Model - A combination of the academic, therapeutic, and punitive models which are designed to enhance academic achievement by providing young people with systematic instructions in the attitudes and skills that promote discipline and social responsibility.

Definitions of Dependent Variables

1. Student Learning and Discipline - The combination for student academics and appropriate student behavior. Please refer to attached questionnaire for more in-depth definitions.

Definitions of Independent Variables

Please refer to attached questionnaire for more in-depth definitions.

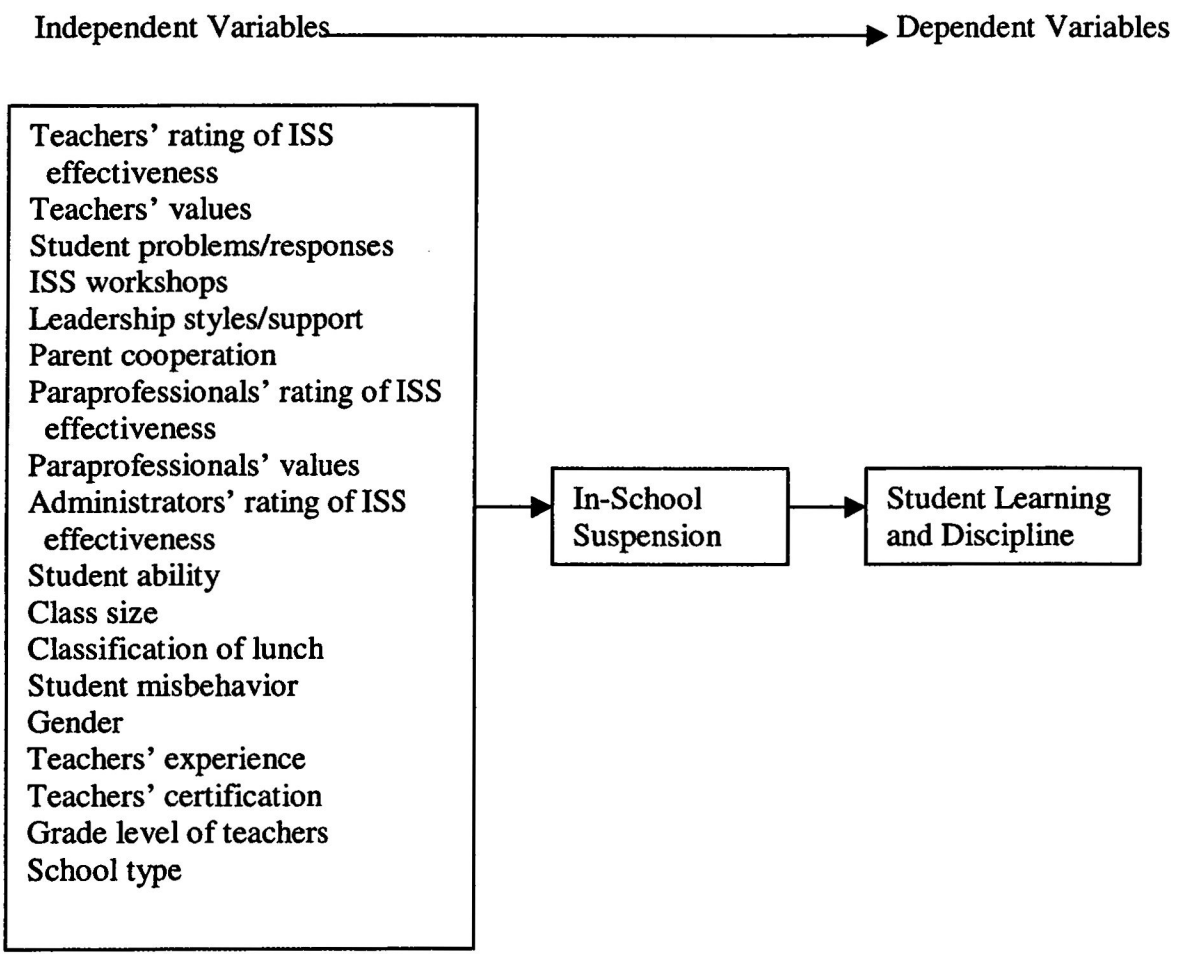
In-School Suspension (ISS) - An alternative in-house suspension program in which students remain in school with the idea that they will be isolated from the other students within the school for a period of three or more days as designated by the administrator (Sheets, 1996).

1. Teachers' rating of in-school suspension - Whether or not the program was effective in the teachers' opinions.
2. Teachers' values - Ideas and opinions about the reasons for students' misbehavior.
3. Student problems - Different reasons for students performing poorly in class and being sent to ISS as a consequence.
4. Teachers' rating - student responsiveness to their teaching.
5. ISS workshops - Whether or not teachers received in-services on ISS.
6. Leadership styles - How administrators are perceived in accepting or rejecting teachers' opinions in the decision-making process.
7. Leadership support- How teachers perceived help with discipline problems from administrators and how they supported teachers' opinions and values of ISS.
8. Parent cooperation - Whether parents communicated and cooperated by utilizing teachers' suggestions on how to support learning in the home.
9. Paraprofessional rating of ISS - Whether of not the program was effective.
10. Paraprofessionals' values - Ideas and opinions about discipline and learning after ISS.
11. Administrators' rating of ISS - Whether or not the program was effective.
12. Grade level - The grade of the students taught by teacher.
13. Teacher experience - Number of years a teacher has been in education.
14. Teacher certification - Highest degree earned by teacher.
15. Class size - Average size of teachers' classes.
16. Teacher gender - Whether teacher was male or female.
17. Student ability - The academic level of the teachers' classes (low to high).

18. Classification of lunch - Estimate of percentage of students in the classroom on free or reduced lunch status.
19. Misbehavior - Estimate of how many students were referred to an administrator by teachers that were sent to ISS.
20. School type - Middle school or high school.
21. School lunch - Free or reduced lunch.

Figure 2

Proposed Relationship Between the Independent and Dependent Variables



Hypotheses

HO1: There is no significant relationship between student discipline and learning and teachers' rating of the effectiveness of the in-school suspension program.

HO2: There is no significant relationship between student discipline and learning and teachers' values.

HO3: There is no significant relationship between student discipline and learning and student problems.

HO4: There is no significant relationship between student discipline and learning and student response.

HO5: There is no significant relationship between student discipline and learning and in-school suspension workshops.

HO6: There is no significant relationship between student discipline and learning and leadership styles.

HO7: There is no significant relationship between student discipline and learning and leadership support.

HO8: There is no significant relationship between student discipline and learning and parent cooperation.

HO9: There is no significant relationship between student discipline and learning and paraprofessionals' rating of the effectiveness of in-school suspension programs.

H10: There is no significant relationship between student discipline and learning and paraprofessionals' values.

H11: There is no significant relationship between student discipline and learning and administrators' rating of the effectiveness of the in-school suspension program.

H12: There is no significant relationship between student discipline and learning and grade levels.

H13: There is no significant relationship between student discipline and learning and teachers' experience.

H14: There is no significant relationship between student discipline and learning and teachers' certification.

H15: There is no significant relationship between student discipline and learning and class size.

H16: There is no significant relationship between student discipline and learning and the gender of the teacher.

H17: There is no significant relationship between student discipline and learning and teachers' rating of students and ability.

H18: There is no significant relationship between student discipline and learning and lunch classification.

H19: There is no significant relationship between student discipline and learning and students with misbehavior problems.

H20: There is no significant relationship between student discipline, learning and school type.

H21: There is no significant relationship between student discipline and learning and school lunch.

Scope and Limitations of the Study

Investigation studies are conducted frequently; however, there are often some aspects of the study that the researcher cannot absolutely control. These aspects represent limitations to the interpretation, use, and generalization of the research findings. The primary instrument used to collect data on the effectiveness of in-school suspension and the impact on student discipline was a questionnaire given to teachers, administrators, and paraprofessionals (in-school suspension teachers) in 31 urban schools.

This study was limited to the extent that the questionnaire developed by Dr. Ganga Persaud is valid, and it will also be limited to the degree that the perceptions of respondents are valid. In this study, validity means how closely the responses accurately reflect how the respondents really perceive the situation. This study will further limit the randomly selected teachers' and administrators' perceptions when comparing the middle and high schools. Further, the findings of this study are limited to a large metro Atlanta school district.

Summary of Theoretical Framework

The theoretical framework of the study included a discussion on the role and relationship of the theoretical formulations in the research study. These formulations provided a framework of reference for the objective examination of the effectiveness of in-school suspension and its impact on student discipline and learning.

Central to any research study is a definition of the independent and dependent variables which are the focus of the study; however, independent and dependent variables for this study were identified in their difference of relationship to each other. The

subsequent analysis of these variables using results from data collected from the survey instrument was one of the important determinants supporting or rejecting the null hypotheses identified in this study.

CHAPTER IV

RESEARCH METHODOLOGY

Introduction

The study was designed to examine the relationship between student discipline and learning and the variables listed in Chapter III. The intent of the study was to investigate whether student discipline and learning is influenced more by teachers' and administrators' perceptions about the In-School Suspension program and the actual effectiveness of the In-School Suspension program.

Research Design

The research design for the study was a survey of teachers' and administrators' opinions on the in-school suspension program. A teacher and administrator questionnaire was the instrument that was utilized in the study which was developed for the purpose of collecting data to test the hypotheses as described in Chapter III. The results of the questionnaires were analyzed to explain relationships among different variables as hypothesized.

Description of the Sample

The study took place in a large metro Atlanta school district located in the southeastern region of the United States. The selected schools used in the study were not random but purposive and were selected because they utilized an in-school suspension

program. The schools identified and used in the study were selected because they represent different levels of student population and school location.

Description of the Instrument

The instrument used in the study was a teacher and administration questionnaire developed by researcher Dr. Ganga Persaud in 2000. Two experts in the field of research examined the instrument. The questionnaire is composed of variables on in-school suspension items. In addition, teachers were asked to provide demographic data. Teachers completed the demographic information portion of the questionnaire. Lastly, a comment section was provided for the teachers desiring to make comments.

Validity and Reliability of the Instrument

The instrument was validated in that it was constructed by an examination of the literature on in-school suspension and its effectiveness. Each teacher and administrator perception field on the selected variables had been defined in Chapter III. Face validity was obtained by selecting the items on the questionnaire to match the definitions of each field and by using two experts to examine the items to verify that they were in alignment with the respective definitions.

In addition, an item to total scale correlation using the Cronbach Alpha coefficient method was used to validate the face validity and reliability. The item to scale correlation was conducted for each of the perception variables with the corresponding scale: principal leadership style and teacher empowerment. The principal leadership style (Items 1 to 35) obtained a Cronbach Alpha of .9363, indicating a high degree of validity

and reliability. The teacher empowerment scale obtained a Cronbach Alpha of .9621, which also indicated a high degree of validity and reliability. These data are represented in the appendix.

Data Collection Procedures

Permission and assistance from the district officer was requested as the first phase of the data collection process. Thirty-two schools were selected on the basis that they utilized the in-school suspension program. Thirty-one of the 32 schools selected to participate in the study responded. Principals from selected schools were sent letters requesting their permission to allow their staff to complete the questionnaire. In addition, a letter was sent to all teachers and administrators who were requested to complete the questionnaire. The main purpose of this letter was to assure teachers and administrators that their opinions would be confidential and anonymous. The principals were guaranteed that all data collected in the study would be kept confidential. A contact person from each school was identified by the principal to administer and collect the completed questionnaires in a faculty meeting as well as to communicate with the researcher concerning any issues related to the survey procedures.

Questionnaires were delivered to the selected schools by the researcher. The researcher collected the completed questionnaires from the 31 schools.

Statistical Application

For the purpose of the statistical application, an item to total scale correction using the Cronbach Alpha coefficient method was conducted for each of the perception variables. Correlations for each item were posted for the respective dimensions.

Demographic data was tabulated, ranked, and organized into frequency distributions, which is posted.

Data Analysis

The responses were computerized and data was analyzed in order to provide statistical data in response to the hypotheses.

A correlation matrix was produced to show the relationships among the variables. Each hypothesis was tested by the appropriate correlational relationships for the respective hypothesis. Further analysis of variance was conducted to show a breakdown of the mean scores for the variables. A regression analysis was also conducted to show the relative contribution of each variable. An actor analysis was also conducted to determine the placement of student discipline and learning.

Summary

The research design utilized in the study was quantitative in nature. Teachers and administrators in 31 sample schools were invited to participate in the study by completing questionnaires designed for the purpose of the study. Teachers' and administrators' sample schools responded to the study by completing teacher and administrator questionnaires. The local school district provided computerized background data for each school to be used in the study. Data collected was analyzed and kept confidential. Correctional analysis, regression analysis, and analysis of variance were conducted to examine and compare the results of all collected data.

CHAPTER V

ANALYSIS OF THE DATA

Introduction

The purpose of this study was to investigate the perceptions of teachers and administrators toward the effectiveness of the in-school suspension program and its impact on student discipline and learning. In this chapter, the data are analyzed in the order of the hypotheses. Findings of the data analyses are discussed and displayed in tabular format. References are made to findings reviewed in the literature and their relevance to the data as analyzed. A summary of the data analysis is included.

In order to test the hypotheses, a Pearson correlation analysis was conducted with student discipline and learning as dependent variables and the following as independent variables: the effectiveness of in-school suspension, leadership style/support, parent cooperation, ISS workshops, student responses to ISS, school type, grade level of teachers, paraprofessionals' values, student ability, student lunch (free and reduced), student misbehavior, teachers' values, administrators' rating of ISS, student problems, paraprofessionals' rating of ISS, class sizes, teacher certification/experience, and gender as independent variables. The data are reported in a Correlation Matrix. A factor analysis was conducted to determine the extent of the relationship between student discipline and learning and in-school suspension as well as the communality of all the variables.

A regression analysis was also conducted to determine the order of the contribution of the various independent variables on student discipline and learning and to determine the amount of variances contributed.

Correlation Analysis

Table 1 on page 41 shows the correlation analysis results. Correlation analysis provides a number called correlational coefficient that is calculated to indicate the size and direction of the degrees of relationships between two variables. The symbol for the correlation coefficient is r. A significant positive correlation indicates that high values of one variable are associated with high values of the second variable. Pearson r correlational coefficient analysis for the study is also shown in Table 1. The data in relation to the stated hypotheses are shown in the correlation Table 1. Table 1 provides the correlation coefficients for student discipline and learning and in-school suspension and each independent variable. The relationships among the variables are also shown.

Table 1 – Pearson Correlation Analysis

Student Learning and Discipline With Each Independent Variable

Listed N=508

Variables	Pearson Correlation	Sig. (2-Tailed)
Teachers' rating of ISS Effectiveness	-.815*	.000
Teachers' values	-.055	.218
Teachers' rating of student problems	-.159*	.000
Teachers' rating of student responses	.427*	.000
Teachers' rating of ISS workshops	.477*	.000
Teachers' rating of leadership styles	.500*	.000
Teachers' rating of leadership support	.576*	.000
Teachers' rating of parent cooperation	.849*	.000
Paraprofessionals' rating of ISS effectiveness	.055	.219
Paraprofessionals' values	-.019	.677
Administrators' rating of ISS effectiveness	-.103*	.020
Grade level of teachers	.083	.062
Teachers' experience	.058	.194
Teachers' certification	.059	.185
Teachers' rating of class size	-.054	.222
Gender	-.014	.748
Teachers' rating of student ability	.149*	.001

(table continued on next page)

Variables	Pearson Correlation	Sig. (2-Tailed)
Classification of lunch (free or reduced)	.002	.971
Teachers' rating of student behavior	-.153*	.001
School type (middle or high)	.056	.210
Teachers' rating of students on free/reduced lunch	-.012	.793

*Significant at .05 or less

Null Hypotheses

HO1: There is no significant relationship between student discipline and learning and teachers rating of the effectiveness of the in-school suspension program.

In Table 1, the correlation of -.815 between student discipline and learning and teachers' rating is significant at less than .05 level. This null hypothesis was not accepted.

HO2: There is no significant relationship between student discipline and learning and teacher value.

In Table 1, the correlation of -.055 between student discipline and learning and teachers' values is not significant at more than .05 level. This null hypothesis was accepted.

HO3: There is no significant relationship between student discipline and learning and student problems.

In Table 1, there is a correlation of -.159, which is significant at less than .05 level. This null hypothesis was not accepted.

HO4: There is no significant relationship between student discipline and learning and student responses.

In Table 1, there is a correlation of .427, which is significant at less than .05 level. Since the correlation is positive, it means that when teachers rated students' responses highly, they rated student discipline and learning high. This null hypothesis was not accepted.

HO5: There is no significant relationship between student discipline and learning and in-school suspension workshops.

In Table 1, there is a correlation of .477, which is significant at less than .05 level. Since the correlation is positive, it means that when teachers rated in-school suspension workshops, they rated the workshops highly on discipline and learning. This null hypothesis was not accepted.

HO6: There is no significant relationship between student discipline and learning and leadership styles.

In Table 1, there is a correlation of .500, which is significant at less than .05 level. Since the correlation is positive, it means that when teachers rated leadership styles, they rated administrators high on discipline and learning. This null hypothesis was not accepted.

HO7: There is no significant relationship between student discipline and learning and leadership support.

In Table 1, there is a correlation of .576, which is significant at less than .05 level. Since the correlation is positive, it means that when the teachers rated leadership support, they rated student discipline and learning highly. This null hypothesis was not accepted.

HO8: There is no significant relationship between student discipline and learning and parent cooperation.

In Table 1, there is a correlation of .849, which is significant at less than .05 level. Since the correlation is positive, it means that when the teachers rated parent-cooperation highly, they rated parents highly on student discipline and learning. This null hypothesis was not accepted.

HO9: There is no significant relationship between student discipline and learning and paraprofessionals' rating of the effectiveness of in-school suspension programs.

In Table 1, there is a correlation of .055, which is not significant at .05 level. Since the correlation is positive, it means that when the paraprofessionals rated the effectiveness of the in-school suspension program, they rated the program low on student discipline and learning. This null hypothesis was accepted.

H10: There is no significant relationship between student discipline and learning and paraprofessionals' values.

In Table 1, there is a correlation of -.019, which is not significant at less than .05 level. This null hypothesis was accepted.

H11: There is no significant relationship between student discipline and learning and administrators' rating of the effectiveness of the in-school suspension program.

In Table 1, there is a correlation of -.103, which is significant at less than .05 level. This null hypothesis was not accepted.

H12: There is no significant relationship between student discipline and learning and grade levels.

In Table 1, there is a correlation of .083, which is not significant at less than .05 level. Since the correlation is positive, it means that when the teachers were surveyed by

grade level, the teachers rated students highly on discipline and learning. This null hypothesis was accepted.

H13: There is no significant relationship between student discipline and learning and teacher experience.

In Table 1, there is a correlation of .058, which is not significant at less than .05 level. Since the correlation is positive, it means that when teachers' experience was surveyed, students rated highly on discipline and learning. This null hypothesis was accepted.

H14: There is no significant relationship between student discipline and learning and teachers' certification.

In Table 1, there is a correlation of .059, which is not significant at less than .05 level. Since the correlation is positive, it means that when the teachers' certification was surveyed, teachers rated students highly on discipline and learning. This null hypothesis was accepted.

H15: There is no significant relationship between student disciplinary and learning and class size.

In Table 1, there is a correlation of -.054 that is not significant at less than .05 level. This null hypothesis was accepted.

H16: There is no significant relationship between student discipline and learning and the gender of the teacher.

In Table 1, there is a correlation of -.014, which is not significant at less than .05 level. This null hypothesis was accepted.

H17: There is no significant relationship between student discipline and learning and teachers' rating of student and ability.

In Table 1, there is a correlation of .149, which is significant at less than .05 level. Since the correlation is positive, it means that when teachers rated student ability, they rated students highly on discipline and learning. This null hypothesis was not accepted.

H18: There is no significant relationship between student discipline and learning and lunch classification.

In Table 1, there is a correlation of .002, which is not significant at less than .05 level. This null hypothesis was accepted.

H19: There is no significant relationship between student discipline and learning and students with misbehavior problems.

In Table 1, there is a correlation of -.153, which is significant at less than . 05 level. This null hypothesis was not accepted.

H20: There is no significant relationship between student discipline, learning, and school type.

In Table 1, there is a correlation of .056, which is not significant at less than .05 level. Since the correlation is positive, it means that when the teachers listed the school type, they rated the students highly on discipline and learning. This null hypothesis was accepted.

H21: There is no significant relationship between discipline and learning and school lunch.

In Table 1, there is a correlation of -.012, which is not significant at less than .05 level. This null hypothesis was accepted.

The results of the factor analysis are shown in Table 2 on page 49. In the table, the following eight factors are indicated:

Factor I consisted of teachers' rating of ISS effectiveness, student discipline and learning, leadership support, parent cooperation, leadership styles, ISS workshops, and student responses. The results support the findings in the correlation analysis that all the listed variables formed significant relationships with the teachers' rating of the effectiveness of in-school suspension. However, the negative sign for ISS effectiveness indicates that when the rating for the listed variables is high, the rating for effectiveness of the ISS student response is low. This means that it appears that when teachers rated the ISS program as effective, they rated the student as improving in discipline and learning, the leadership and parents as cooperative, workshops as relevant, and the students as responsive. Conversely, when teachers rated the student discipline and learning as less effective, they rated the other variables high. These relationships are independent of the other factors.

Factor II consisted of type of school, grade level taught by teachers, and paraprofessionals' values. The results support the findings in the correlation analysis of the type of school (middle or high) and grade level taught. These variables are negatively related to paraprofessionals. This means that in lower grades and middle schools, paraprofessionals have higher positive values than in higher grades in high schools.

Factor III consisted of student ability, teachers' ratings of lunch, and misbehavior. The results support the findings in the correlation analysis that lunch (free and reduced), and student misbehavior are interrelated. The negative signs for class free lunch status

and misbehavior indicate that when teachers rated student ability high, they rated class free lunch low and misbehavior low.

Factor IV consisted of teachers' values and student problems. The results support the findings in the correlation analysis that teachers' values were high even with student problems.

Factor V consisted of teacher certification and teacher experience. The results supports the findings of the correlation analysis that the more experienced the teacher, the higher teacher's certification.

Factor VI consisted of the administrators' rating of the effectiveness of ISS. The results support the findings of the correlation analysis that the administrators rating of the effectiveness of the ISS program was not related to other variables.

Factor VII consisted of school lunch and paraprofessionals' rating of the ISS effectiveness. The results support the findings of the correlation analysis that when the teachers had a large majority of their classes eating either free or reduced lunch, the paraprofessionals rated the ISS program as effective.

Factor VIII consisted of teachers' gender and class size. There was no problem with class size.

Table 2

Results of Factor Analysis: Variances Rotation for All Selected Variables

Variables	Factor I	Variance
Teachers' rating of ISS effectiveness	-.865	21.723
Teachers' rating of student discipline and learning	.854	21.723
Teachers' rating of leadership support	.844	21.723
Teachers' rating of parent cooperation	.830	21.723
Teachers' rating of leadership style	.793	21.723
Teachers' rating of ISS workshop	.721	21.723
Teachers' rating of student response	.590	21.723
	Factor II	
School type (middle or high)	.872	12.440
Grade level of teachers	.765	12.440
Paraprofessionals' values	-.543	12.440
	Factor III	
Teachers' rating of student ability	.760	6.804
Classification of lunch (free of reduced)	-.726	6.804
Teachers' rating of student misbehavior	-.369	6.804

(table continued on next page)

Variables	Factor IV	Variance
Teachers' values	.824	6.481
Teachers' rating of student problems	.807	6.481
	Factor V	
Teachers' certification	.873	5.943
Teachers' experience	.665	5.943
	Factor VI	
Administrators' rating of ISS effectiveness	.773	4.983
	Factor VII	
Teachers' rating of students free and reduced lunch	.724	4.692
Paraprofessionals' rating of ISS effectiveness	.563	4.692
	Factor VIII	
Gender	.725	4.562
Teacher rating of classroom size	.650	4.562

In Table 3, the order of the contributions made by each independent variable to student discipline and learning is indicated by the beta coefficient. The beta coefficient is like a partial correlation which means that it shows the independent effect of each

independent variable on student discipline and learning while controlling the effect of other variables. The T-value indicates the size of the beta coefficient contribution. Significant T (Sig T) indicates the significant level of the T-value size of beta coefficient. In the study, .05 is not significant. As shown in Table 3, only parent cooperation with a beta coefficient of .527, teachers' rating of ISS effectiveness with a beta coefficient 0-.402, student responses with a beta coefficient of .072, and administrators' rating of ISS effectiveness with a beta coefficient is significant at less than .05 level (.000). The other variables are not significant. Therefore, the null hypotheses for these variables are accepted.

Table 3

Regression Analysis

Discipline and Learning (as Dependent) With all Other Variables (as Independent)

Multiple R

.897 R Square .805 Adjusted R Square .798

Standard Error .4040 F=111.533 Sig F=.000

Variable	Beta	T value	Sig T
Parents' cooperation	.527	16.695	.000
Teachers' rating of ISS effectiveness	-.402	-11.848	.000
Students' responses	.072	2.839	.005
Admin. rating of ISS effectiveness	-.050	-2.318	.021

(table continued on next page)

Variable	Beta	T value	Sig T
Grade level of teachers	.024	.865	.387
Class Size	-.001	-.051	.960
Gender	.014	.679	.498
Students' ability	.023	1.012	.312
Classification/Lunch	.040	1.745	.082
Misbehavior	.010	.436	.663
School Type	.047	1.630	.104
School lunch	.022	.991	.322
Paraprofessionals' rating of ISS Effectiveness	.009	.414	.679
Paraprofessionals' values	.016	.685	.494
ISS Workshops	.009	.333	.739
Leadership Styles/Support-	.025	-.778	.437
Teachers'Val/Student Problems	.009	.429	.668
Teachers' Exp/Cert	-.025	-1.102	.271

Analysis of Results

The overall results reveal that in a factor analysis of the data, teachers' rating of in-school suspension programs are negatively loaded in Factor I with student discipline and learning, leadership style, parental cooperation, leadership supervisory practices, workshops, and student responsiveness to teaching, indicating an inverse relationship. In

the regression analysis, in-school suspension plan effectiveness is inversely explained by student discipline and learning, leadership supervisory style, and parental cooperation, in that order. Student discipline and learning are positively explained by parental cooperation and inversely by in-school suspension program effectiveness, followed by smaller but significant contributions by student responsiveness to teaching and the administrators' perceptions about the effectiveness of the in-school suspension program.

Summary

The focus of this chapter was to present the statistical analysis of data with respect to each hypothesis and each respective finding. It can be noted that 21 hypotheses were tested utilizing a Pearson Correlation Matrix, Factor Analysis, and Regression Analysis to determine the differences and the relationships between the variables. There were no significant differences found between the variables.

CHAPTER VI

FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

The Problem in Context

This study was conducted to determine the extent to which teachers', administrators', and paraprofessionals' perceptions of the in-school suspension program were effective as it related to their ratings of student discipline and learning when controlled by school and demographic variables.

The significance of the study is drawn from the observation that students' lack of discipline while engaged in learning in classrooms is a critical problem in a metro Atlanta school system. Still, the most immediate need, that of internal control of the behaviors of the student population on a day-to-day basis, seems to lie in the area of strengthening the effectiveness of in-school suspension programs (Anderson, 1998). To cope with this problem, the school system instituted a plan for in-school suspension. The in-school suspension program's purpose was to improve student discipline and learning. The program was designed for teachers to refer those students who misbehaved, to the point of disturbing the teaching process, to an administrator. The administrators assigned the students to in-school suspension. The in-school suspension program was operated and monitored by a paraprofessional who was normally appointed by the principal. The paraprofessional is trained at workshops on managing discipline through learning activities. In the in-school suspension class, the paraprofessional was expected to teach

the students the regular curriculum as a way of improving both behavior and academic work. As a result, teachers expected students to return to class with improvement in discipline and learning. There was no planned evaluation of the program other than the paraprofessional reporting the number of students assigned and the infractions.

The purpose of this study was to examine teachers' and administrators' perceptions of the effectiveness of the in-school suspension program and its impact on improving student discipline and learning.

Review of Research

According to Hudson (1980), in-school suspension programs need to be appraised in depth. Bowdring (1989) stated that more research is needed to examine the effectiveness of in-school suspension programs. Also, limited research has been done to examine school administrators' and teachers' perceptions regarding in-school suspension programs. Other researchers used the perceptions of students, parents, teachers, administrators, and community service providers. These researchers did not find objective data to evaluate the effectiveness of in-school suspension programs (Haupt, 1987; Hudson, 1980; Short, 1988; Siskind & Leonard, 1993; and Sullivan, 1989).

Patterson (1985) noted that tracking at-risk students could be helpful to provide further information about the appropriateness and relevance of program goals and objectives. Many studies have been found regarding in-school suspension, but none examined the extent to which students improved in discipline and learning upon returning to the classroom after ISS. The contextual concern of this study was to discover whether improvement occurred.

Theory of the Variables

This study focused on teachers', administrators', and paraprofessionals' (ISS teachers) perceptions of the effectiveness of in-school suspension in relation to student discipline and learning, when controlled by school and demographic variables. It was expected that since the ISS program was planned to improve student discipline and learning, teachers would see the benefits by rating their students more positively on discipline and learning in their classroom. Hence, the other selected independent variables would have lower or no relationships to discipline and learning.

The following variables were defined to determine their respective relationships with student discipline and learning. (Please refer to attached questionnaire for more in-depth definitions):

1. Teachers' rating of in-school suspension - Whether or not the program was effective in the teachers' opinions.
2. Teachers' values – Ideas and opinions about the reasons for students' misbehavior.
3. Student problems – Different reasons for students performing poorly in class and being sent to ISS as a consequence.
4. Teachers' rating of student responsiveness to their teaching.
5. ISS workshops – Whether or not teachers received in-services on ISS.
6. Leadership styles – How administrators are perceived in accepting or rejecting teachers' opinions in the decision-making process.
7. Leadership support – How teachers perceived help with discipline problems from administrators and how they supported teachers' opinions and values of ISS.

8. Parent cooperation – Whether parents communicated and cooperated by utilizing teachers' suggestions on how to support learning in the home.
9. Paraprofessionals' rating of ISS – Whether or not the program was effective.
10. Paraprofessionals' values – Ideas and opinions about discipline and learning after ISS.
11. Administrators' rating of ISS – Whether or not the program was effective.
12. Grade level – Grade of the students taught by the teacher.
13. Teachers' experience – Number of years that teachers have worked in education.
14. Teachers' certification – Highest degree earned by teachers.
15. Class size – Average size of teachers' classes.
16. Teacher gender – Whether teach is male or female.
17. Student ability – Academic level of teachers' classes (low to high).
18. Classification of lunch – Estimate of percentage of students on free or reduced lunch status in the classrooms.
19. Misbehavior – Estimate of how many students were referred to an administrator by teachers that were sent to ISS.
20. School type – Middle school or high school.
21. School lunch – Free or reduced lunch.

Findings

Results of Pearson Correlation Analysis - Table 1

The Pearson correlations indicate the following relationships:

1. Teachers' rating of in-school suspension effectiveness was inversely related to student discipline and learning (r = -.815).
2. Teachers' perceptions about the reasons for student problems were inversely related to student discipline and learning (r = -.159).
3. Teachers' perceptions of student responsiveness to innovative teaching were positively related to student discipline and learning (r = .427).
4. Teachers' perceptions of the quality of the ISS workshops were positively related to student discipline and learning (r = .477).
5. Teachers' perceptions of the principals' leadership styles were positively related to student discipline and learning (r = .500).
6. Teachers' perceptions of the quality of the principals' leadership support were positively related to student discipline and learning (r = .576).
7. Teachers' perceptions of the quality of parents' cooperation were positively related to student discipline and learning (r =.849).
8. The administrators' rating of the effectiveness of the ISS program was negatively related to student discipline and learning (r = -.103).
9. Teachers' rating of student ability was positively related to student discipline and learning (r = .149).
10. Teachers' rating of the number of students' misbehaving in their classrooms was negatively related to student discipline and learning (r = -.153).

Results of Factor Analysis - Table 2

The results of factor analysis indicate that teachers' rating of the effectiveness of the ISS program was inversely placed in Factor I with teachers' perceptions of discipline and learning, leadership supervisory behavior, parental cooperation, leadership style, quality of ISS workshops, and student responsiveness to teaching. Aside from parental cooperation, all of the variables were school-related variables at the interpersonal level. These relationships were independent of all the other variables, which were placed in Factors II through VIII.

Results of Regression Analysis – Table 3

The results of regression analysis indicate that variation in teachers' rating of student discipline and learning was explained by teachers' perception of parental cooperation with a beta coefficient of .527, teachers' rating of the ISS program with a beta coefficient -.402, student responsiveness with a beta coefficient of .072, and administrators' rating of ISS effectiveness with a beta coefficient of -.050, in that order. The other listed independent variables did not make significant contributions.

Implications

Data were collected by a questionnaire constructed by Dr. Ganga Persaud. The Cronbach Alpha reliability for all dimensions was .96 or above except one (.85). The instrument was administered in all middle and high schools of a large metro Atlanta school district with over 500 teachers responding. This represents approximately 20% of the respondents. Since the sample was not randomly selected, there was potential bias due to "selection." In order to minimize the effects of selection and independent

variables in the school, community and teacher demographics that could bias teachers' perceptions were included to explain their independent effects. The responses were computerized and data were analyzed using Pearson correlation, factor analysis, and regression analysis in order to provide statistical data relating the selected independent variables to the dependent variable – discipline and learning.

Recommendations

Recommendations to Practitioners

1. The results from the regression analysis indicate that parental cooperation was the first variable that made an independent effect on teachers' perceptions of discipline and learning. Hence, it is recommended that teachers and administrators: (a) identify the parents of discipline problem students, (b) enlist their cooperation in helping with homework, and/or (c) link their children to mentors for counseling and the completion of both assignments.
2. The results of the regression analysis indicate that teachers' rating of the ISS program was the second variable that made an independent but inverse effect on teachers' rating of student discipline and learning. This relationship was independent of the other relationships. This relationship was also supported by the correlation and factor analysis. Therefore, those teachers who rated the ISS program as effective rated their students as making less improvement on discipline and learning, while teachers who rated the ISS program as ineffective had greater improvement in discipline and learning. For the teachers who rated the ISS as effective but rated their students as making low improvement on discipline and learning, it is recommended that they need to reexamine the function of the ISS program in relation to the causes of

students' learning and discipline problems. It could be that the more discipline and learning problems such teachers encountered in the classroom, the more they valued the ISS program as a way to get rid of the students. Such teachers ought to try to become self-reliant, engage the parents of discipline problem students, and improve the quality of teaching so that they can relate to the learning styles of students. The above strategy is supported by the student responsiveness to teaching, making an independent but significant contribution (beta weight =.072) to student discipline and learning. It should be observed that this variable is also loaded in Factor I with student learning and discipline and learning.

3. On the basis of the results of the factor analysis, student discipline and learning are loaded with leadership supervisory style, leadership style, and workshops and student responsiveness; therefore, the school leadership team should administer workshops on training teachers how to teach student encouragement in order to be responsive to learning. In addition, the leadership team should supervise teachers to ensure that teaching in the classrooms follows this principle.

Recommendations to Researchers

1. The sample, though large, was not randomly selected; hence, selection effects were not controlled by a random selection of teachers. The school and teacher demographic variables were used to explain the impact of these variables. However, the findings would gain greater validity and reliability if schools could be randomly selected in a survey design, and within each school, the teachers could be randomly selected.

2. An experimental design could also be conducted by randomly selecting a sample of schools, and within each school, randomly assigning some teachers and their respective students to in-school suspension, while randomly assigning some teachers and their respective students to a treatment on how to teach in order to improve student responsiveness to teaching. A third randomly assigned group of teachers and students could act as a control group. The effects on discipline and learning could be examined by comparing the results by three groups.
3. Finally, a survey research could be conducted on various types of programs that are designed to equip suspended students to return to regular classrooms and measure the degree to which various types of programs improve them as compared to in-school suspension programs.

APPENDICES

Teachers' Opinions About In-School Suspension Programs

This questionnaire has been developed to enable you to provide your opinion about the In-School Suspension program in your school. The data are required for my doctoral research at Clark Atlanta University. Hence, there is a need for you to provide your honest opinion. You cannot be identified in anyway. There are no right or wrong responses. The responses will be tallied as group responses for research purposes only.

I. Use the scale to say the extent to which you *Disagree or Agree* with each statement in the following sections:

SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

A. Generally, Students who are sent to ISS

1. Should be punished to send a message to other students in class	SD	D	U	A	SA
2. Should be punished to the extent that the punishment fits the misbehavior	SD	D	U	A	SA
3. Must be made to feel isolated to deter others from misbehaving	SD	D	U	A	SA
4. Should be provided strong discipline structure to learn appropriate behavior	SD	D	U	A	SA
5. Should return to class feeling bad to let others know ISS was no fun	SD	D	U	A	SA
6. Performed at below average on academic tasks	SD	D	U	A	SA
7. Performed at C grade or less in reading	SD	D	U	A	SA
8. Performed at C grade or less in math	SD	D	U	A	SA
9. Have poor problem-solving skills	SD	D	U	A	SA
10. Misbehaved to extent of disturbing the lessons	SD	D	U	A	SA
11. Have difficulty applying themselves on task	SD	D	U	A	SA
12. Cannot work independently on task	SD	D	U	A	SA
13. Have problems working cooperatively in groups	SD	D	U	A	SA
14. Have low self-esteem	SD	D	U	A	SA
15. Have poor attendance	SD	D	U	A	SA
16. Are influenced by their peers to misbehave	SD	D	U	A	SA
17. Have parents who cooperate with teachers in seeing homework assignments completed	SD	D	U	A	SA
18. Have parents who provide a learning environment at home	SD	D	U	A	SA
19. Have parents who are educated enough to let them know the importance of education	SD	D	U	A	SA
20. Have parents who know how to discipline their children	SD	D	U	A	SA

B. Generally, in my classes, weak students

21. Were capable as strong students in working in cooperative groups	SD	D	U	A	SA
22. Responded appropriately as strong students to creative instructional activities	SD	D	U	A	SA
23. Had relevant experiences which could be used when abstract ideas were discussed	SD	D	U	A	SA
24. Listened attentively when abstract ideas were discussed	SD	D	U	A	SA
25. Participated appropriately in role-playing activities	SD	D	U	A	SA

C. Generally, workshops in my school demonstrated practically how to get discipline problem students' parents

26. Help their children improve in discipline	SD	D	U	A	SA
27. Encourage their children to understand the importance of education	SD	D	U	A	SA
28. Help their children complete homework assignments	SD	D	U	A	SA
29. Help their children overcome peer pressure	SD	D	U	A	SA

D. Generally, the principal and his/her administrative team

30. Consider your opinion on discipline problems as equally important even if different SD D U A SA
31. Change opinions about students' discipline when presented with alternative reasoning SD D U A SA
32. Value faculty ideas about discipline in a timely manner SD D U A SA
33. Use teachers' ideas in developing discipline strategies for the ISS program SD D U A SA
34. Use teachers ideas when evaluating the effectiveness of the ISS program SD D U A SA

E. Generally, the principal and his/her administrative team in supervising the ISS program

35. Inform teachers about the objectives and strategies of the ISS program SD D U A SA
36. Identify the needs of the ISS students SD D U A SA
37. Check that the objectives are relevant to students' needs SD D U A SA
38. Check that the objectives are achieved SD D U A SA
39. Check on the relevance of the planned strategies SD D U A SA
40. Evaluate the effectiveness of the strategies used SD D U A SA
41. Review the results of evaluation with teachers SD D U A SA
42. Use the results of evaluation in modifying or enhancing the strategies SD D U A SA

II. In this Section, please use the following scale to check your response to each item:

1= Very ineffective; 2 = Ineffective; 3 = Somewhat Effective;
4 = Effective; 5 = Highly Effective

F. How effective do you rate the ISS in

43. Assessing the causes for each student misbehavior 1 2 3 4 5
44. Assessing the causes for students not completing assignments 1 2 3 4 5
45. Designing discipline strategies for improving each student behavior 1 2 3 4 5
46. Providing strong discipline structure enough to deter students from misbehaving 1 2 3 4 5
47. Designing instructional strategies for assisting students with academic problems 1 2 3 4 5
48. Providing appropriate instructional activities for helping students complete classroom assignments 1 2 3 4 5
49. Using class teachers' instructional materials in helping students complete assignments 1 2 3 4 5
50. Proving interesting work to get students involved on task 1 2 3 4 5
51. Helping students work cooperatively in groups 1 2 3 4 5
52. Helping students work independently without help 1 2 3 4 5
53. Helping students develop high self-esteem 1 2 3 4 5
54. Helping students develop problem-solving skills 1 2 3 4 5
55. Providing guidance for students to develop plans for improving self management 1 2 3 4 5
56. Showing students how to make their own decisions rather than to follow their peers. 1 2 3 4 5
57. Working with parents to improve students' behavior 1 2 3 4 5
58. Reducing discipline problems of students sent enough to prevent referrals 1 2 3 4 5
59. Helping students improve their attendance 1 2 3 4 5
60. Reducing discipline enough to worth the cost of the program 1 2 3 4 5

61. Reducing discipline enough to need no change in its process	1	2	3	4	5

III. In the following sections, check your response to each item as follows:
1 = None, 2 = A Few; 3 = Some; 4 = Most; 5 = ALL or Almost ALL

G. As compared to before being sent to ISS, how many students after returning from ISS

62. Improved from C or less to B or better on their average academic grades	1	2	3	4	5
63. Improved their reading grade from C or less to B or better	1	2	3	4	5
64. Improved their math from C or less to B or better	1	2	3	4	5
65. Improved their behavior during the lesson	1	2	3	4	5
66. Were now applying themselves on task	1	2	3	4	5
67. Were now working cooperatively in groups	1	2	3	4	5
68. Were now working independently without help	1	2	3	4	5
69. Have now developed a high self-esteem	1	2	3	4	5
70. Have now improved their attendance	1	2	3	4	5
71. Have now developed problem-solving skills	1	2	3	4	5
72. Have now freed themselves from peer pressure	1	2	3	4	5

H. As compared to before they were sent to ISS, how many students' parents are

73. Now cooperating with teachers in seeing homework assignments completed	1	2	3	4	5
74. Now providing a learning environment in home	1	2	3	4	5
75. Now Encouraging their children to understand the importance of education	1	2	3	4	5
76. Now showing they could discipline their children	1	2	3	4	5

I. Demographic Variables
For research purposes only, please circle one in each category:

77. Circle the grade level you teach 6	7	8	9	10	11	12
78. Circle your number of years teaching	1-2	3-5	6-10	11-15	16+	
79. Circle your level of certification	4yr		5yr		6yr	7yr+
80. Circle your class size	16-20		21-26		27+	
81. Circle your gender	M ale		or		Female	

82. Circle your *rough estimate* of the ability level of your classes
a. high ability; b. Average; c. Mixture; d. Low Ability

83. Circle your *rough estimate* of the percentage of students on free or reduced lunch in your classes:
(a) 20% or less____; (b) 21% to 40%_____; (c) 41% to 60 %_____; (d) 51% to 80%____;
(e). 81% to 100%_____.

84. Circle your *rough estimate* of the number of *misbehaving students* in your classes that had to be sent to ISS during the year

0, 1, 2, 3, 4, 5, 6 or more

85. Circle what type of school you are employed with: Middle School or High School

Thank you for your cooperation

Ray Hill

Paraprofessionals' Opinions About In-School Suspension Programs

This questionnaire has been developed to enable you to provide your opinion about the In-school suspension program in your school. The data are required for my doctoral research at Clark Atlanta University. Hence, there is a need for you to provide your honest opinion. You cannot be identified in anyway. There are no right or wrong responses. The responses will be tallied as group responses for research purposes only.

I. Use the scale to say the extent to which you *Disagree or Agree* with each statement in the following sections:

SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA = Strongly Agree

A. Generally, Students who are sent to ISS

1.	Should be punished to send a message to other students in class	SD	D	U	A	SA
2.	Should be punished to the extent that the punishment fits the misbehavior	SD	D	U	A	SA
3.	Must be made to feel isolated to deter others from misbehaving	SD	D	U	A	SA
4.	Should be provided a strong discipline structure to learn appropriate behavior	SD	D	U	A	SA
5.	Should return to class feeling "bad" to let others know ISS was no fun	SD	D	U	A	SA
6.	Perform at below average on academic tasks	SD	D	U	A	SA
7.	Perform at C grade or less in reading	SD	D	U	A	SA
8.	Perform at C grade or less in math	SD	D	U	A	SA
9.	Have poor problem-solving skills	SD	D	U	A	SA

B. Generally, in the ISS program, weak students

10.	Were as capable as strong students in working in cooperative groups	SD	D	U	A	SA
11.	Responded appropriately as strong students to creative instructional activities	SD	D	U	A	SA
12.	Had relevant experiences which they used when abstract ideas were discussed	SD	D	U	A	SA
13.	Listened attentively when abstract ideas were discussed	SD	D	U	A	SA
14.	Participated appropriately in role-playing activities	SD	D	U	A	SA

C. Generally, with respect to *discipline problem students*, workshops in my school demonstrated practically how to

15.	Assess their learning needs	SD	D	U	A	SA
16.	Develop instructional strategies to help them learn	SD	D	U	A	SA
17.	Advise their parents on how to practically help with homework assignments	SD	D	U	A	SA
18.	Advise parents on how to help their children overcome peer pressure	SD	D	U	A	SA

D. Generally, the principal and his/her administrative team

19.	Value my ideas about discipline in a timely manner	SD	D	U	A	SA
20.	Use my ideas about discipline strategies for the ISS program	SD	D	U	A	SA
21.	Use my ideas when evaluating the effectiveness of the ISS program	SD	D	U	A	SA

E. Generally, the principal and his/her administrative team in supervising the ISS program

22.	Inform teachers about the objectives and strategies of the ISS program	SD	D	U	A	SA
23.	Check with me that teachers identify the needs of the ISS students	SD	D	U	A	SA

24. Check that the objectives are relevant to students' needs	SD	D	U	A	SA
25. Check that the objectives are achieved	SD	D	U	A	SA
26. Check on the relevance of the planned strategies	SD	D	U	A	SA
27. Evaluate the effectiveness of the strategies used	SD	D	U	A	SA
28. Review the results of evaluation with teachers	SD	D	U	A	SA
29. Use the results of evaluation in modifying or enhancing the strategies	SD	D	U	A	SA

II. In this Section, please use the following scale to check your response to each item:

1 = None, 2 = A Few; 3 = Some; 4 = Most; 5 = ALL or Almost ALL

F. *How many teachers were cooperative* with you in

30. Assessing the causes for each student misbehavior	1	2	3	4	5
31. Assessing the causes for students not completing assignments	1	2	3	4	5
32. Designing discipline strategies for improving each student behavior	1	2	3	4	5
33. Designing creative instructional strategies for assisting students with academic problems	1	2	3	4	5
34. Providing appropriate instructional activities for helping students complete classroom assignments	1	2	3	4	5
35. Proving creative materials to get students involved on task	1	2	3	4	5
36. Getting parents to help with their children's assignments	1	2	3	4	5
37. Getting parents to help in improving students' attendance and discipline	1	2	3	4	5

G. As compared to before being sent to ISS, how many students,

38. Improved from C or less to B or better on their average academic grades	1	2	3	4	5
39. Improved their reading grade from C or less to B or better	1	2	3	4	5
40. Improved their math from C or less to B or better	1	2	3	4	5
41. Improved their behavior during the lesson	1	2	3	4	5
42. Were now applying themselves on task	1	2	3	4	5
43. Were now working cooperatively in groups	1	2	3	4	5
44. Were now working independently without help	1	2	3	4	5
45. Have now developed a high self-esteem	1	2	3	4	5
46. Have now improved their attendance	1	2	3	4	5
47. Have now developed problem-solving skills	1	2	3	4	5
48. Have now freed themselves from peer pressure	1	2	3	4	5

H. How many students' parents

49. Cooperated with you in seeing homework assignments completed	1	2	3	4	5
50. Accepted suggestions on providing a learning environment in home	1	2	3	4	5
51. Are not educated enough to help their children with assignments	1	2	3	4	5
52. Accepted suggestions on how to discipline their children	1	2	3	4	5

I. Demographic Variables: For research purposes only, please circle one in each category:

53. Circle your *rough estimate* of the ability level of your classes
a. high ability; b. Average; c. Mixture; d. Low Ability

54. Circle your *rough estimate* of the percentage of students on free or reduced lunch in your **classes:**

(a) 20% or less____; (b) 21% to 40%_____; (c) 41% to 60 %_____; (d) 51% to 80%____;
(e). 81% to 100%_____.

55. Circle your *rough estimate* of the number of *misbehaving students* in the ISS classes that had to be sent for further discipline to an administrator or counselor

0, 1, 2, 3, 4, 5, 6 or more

56. Of the teachers who sent students to the ISS, ***how many teachers kept sending the same students*** **two or more times?**

1. No teacher; 2 = A Few; ' 3 = Some; 4 = Most; 5 = All or Most All.

57. **Circle** the type of school you are employed in: A. Middle School or B. High School

Thank you for your cooperation

Ray Hill

Administrators' Opinions About the ISS Programs in Middle and High Schools

Please provide your opinion about the effectiveness of the ISS Program using the following scale:

1 = Very Ineffective; 2 = Ineffective; 3 = Somewhat Effective; 4 = Effective; 5 = Very Effective

A. How effective was the ISS Program in	**Circle One Response**				
1. Improving students' behavior.	1	2	3	4	5
2. Changing misbehaving students into well-behaved students.	1	2	3	4	5
3. Improving students' academic performance.	1	2	3	4	5
4. Turning academically weak students into good students.	1	2	3	4	5
5. Turning "off-task" students into industrious students.	1	2	3	4	5
6. Improving the self-esteem of students.	1	2	3	4	5
7. Working with classroom teachers in identifying the causes for each student's discipline problem.	1	2	3	4	5
8. Working with classroom teachers in identifying the causes for each student's learning problem.	1	2	3	4	5
9. Providing individual attention so as to improve each student's behavior.	1	2	3	4	5
10. Providing group work to improve each student behavior.	1	2	3	4	5
11. Providing instructional support for each student to complete daily classroom assignments.	1	2	3	4	5
12. Providing assistance in essential academic skills in areas of need.	1	2	3	4	5
13. Working with each parent to improve each student behavior.	1	2	3	4	5
14. Working with each parent to provide instructional support at home.	1	2	3	4	5
15. Maintaining structure and discipline in the ISS room.	1	2	3	4	5
16. Providing a motivational learning environment	1	2	3	4	5
17. Preventing further referrals to administrators or counselors.	1	2	3	4	5
18. Developing additional and/or creative strategies for students referred more than once.	1	2	3	4	5
19. Maintaining current records on all ISS students.	1	2	3	4	5
20. Evaluating the effectiveness of strategies used.	1	2	3	4	5
21. Making relevant changes based on the results of evaluation	1	2	3	4	5
B. On a scale of 1 (low) to 5 (high), to what extent are the following necessary for improvement					
22. Evaluation of the ISS program.	1	2	3	4	5
23. Further training of ISS instructor(s).	1	2	3	4	5
24. Greater parental and teacher involvement in the operation of the program.	1	2	3	4	5
25. Setting up of an advisory committee of teachers, parents and students.	1	2	3	4	5

Thank you for your cooperation
Ray Hill

Demographic Data

SCHOOL	FREE LUNCH STATUS	READING SCORES	TOTAL ISS DAYS ASSIGNED 1997 – 1998	TOTAL ISS DAYS ASSIGNED 1998 – 1999	TOTAL ISS DAYS ASSIGNED 2000
1	78	529	1409	515	161
2	29	555	543	NA	0
3	71	527	841	967	1966
4	57	535	1417	1442	356
5	67	530	478	721	755
6	53	546	512	NA	0
7	28	551	1755	426	0
8	23	554	375	1066	765
9	46	533	619	NA	1294
10	71	527	847	851	1522
11	33	540	1144	1162	0
12	41	541	871	683	1209
13	21	540	399	914	1174
14	52	535	628	397	622
15	63	531	589	658	1930
16	44	543	1058	1100	2037
17	79	048	NA	NA	553
18	NA	NA	NA	NA	592
19	53	018	NA	NA	1882
20	35	096	232	199	1291
21	49	045	1094	877	782
22	00	042	NA	NA	835
23	49	051	1301	699	2047
24	82	037	2352	2083	1336
25	44	065	1240	759	2001
26	33	071	436	521	1192
27	53	000	726	454	0
28	75	035	620	569	4132
29	27	065	472	515	680
30	59	037	712	634	2045
31	31	047	723	823	898

research
DEPARTMENT
DeKalb County School System

to: Cooperating Principal(s)

from: Mr. Curtis Grier

subject: Approval of Ray Hills' Proposal to Collect Data in the DeKalb County School System

date: May 29, 2001

The Department of Research and Evaluation has approved Ray Hills' proposal to administer a questionnaire on *The Perceptions of Teachers and Administrators towards the Effectiveness of the In-School Suspension Program of the DeKalb County School System.* The data are intended for the Doctoral Program in Educational Leadership at Clark Atlanta University. Mr. Hill is also an Assistant Principal with our school system.

Your cooperation in facilitating this student will be greatly appreciated.

Thank you.

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